



أكاديمية جيمز العالمية – دبي  
GEMS World Academy  
DUBAI

## COURSE SYLLABUS

# Integrated Humanities Year 2/Grade 7

### MIDDLE YEARS PROGRAMME

2  
2  
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2  
9  
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#### COURSE OVERVIEW

Integrated Humanities is a multi-disciplinary course that features elements of geography, history, economics and other social sciences. All of our units will have a particular focus, but will contain elements of all the social sciences. Students will study 5 units, each linked through the key concept of innovation.

#### LEARNING OUTCOMES

AIMS – The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP Integrated Humanities are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

#### Unit 1 – UAE Social Studies

**Approximate Length:** 2 weeks

Students will practice mapping the UAE by creating both physical and political maps of the country. They will also be exploring the climate of the UAE by plotting and creating a climate graph of the region. This two week unit will culminate in a short end of unit multiple choice test.

#### Unit 2 – The Age of Exploration

**Approximate Length:** 10 weeks

Students will be introduced to the Age of Exploration during the 15th-18th Centuries. Students will be introduced to basic economic ideas with the rise of merchant companies and international trade. Students will also be taught about different historical perspectives through primary documents to encourage students to see the other side of the story from the “discovered” points of view.

#### Unit 3 – The French Revolution

**Approximate Length:** 10 weeks

Students will focus on several questions. First, what was the French Revolution? What has its legacy been for subsequent generations? Second, why did the French Revolution happen? Was it an inevitable result of poverty and class conflict, or was it caused by contingent or more purely political factors? Students will hone their Source analysis skills whilst investigating the cause and effect of the French Revolution.

#### Unit 4 – The Industrial Revolution

**Approximate Length:** 10 weeks

Students will focus on how the new discoveries of this period and how they impacted the social, economic, political and environmental systems of the world. Additionally, we will be looking at the impact of the Industrial Revolutions on men, women and children. This unit will culminate in an assessment which will allow students to demonstrate their knowledge on a variety of different impacts the Revolution had.

**Unit 5 – UAE Social Studies****Approximate Length:** 2 weeks

Students will be studying a basic outline of the development and UAE as a country and nation. During this unit, we will briefly explore the lifestyles of the Bedouin people, and the ways in which they have adapted to life in the harsh desert climate. This two week unit will culminate in a short end of unit multiple choice test.

**ASSESSMENT**

In the MYP Students will be evaluated using formative and summative assessments.

**Formative Assessment:** Tasks and assignments that allow the teacher to regularly judge the effectiveness of both teaching and learning processes. This may include teacher observation and oral, written or products of student effort. Examples: class activities, homework and quizzes.

**Summative Assessment:** The judgment made by the teacher of the standard of achievement reached by the student at the end of a unit of work. All Exams are standardized in I & S and are designed to link to the eAssessment and Diploma Programme style exams. Throughout the course of the year students will take two Exam 1s, two Exam 2s, and two Exam 3s. Exams 1 and 2 have standardized question types to allow students development mastery and demonstrate progress. Exam 3 is a conceptual essay based on the key concepts of the year, in this case innovation. They are administered after Unit 1 and as a final comprehensive exam in June. In addition to these exam types students will undertake two Summative Investigations over the course of the year.

**Exam 1: Document Based Exam**

Students will be given unseen sources and asked to synthesize the information from the unit and the sources to answer the prompts. This exam is marked on Criteria A: Knowing and Understanding, C: Communicating, and D: Critical Thinking.

Questions:

1. List 3x based on Source X
2. Describe...
3. Explain...

**Exam 2: Source Analysis (OPVL)**

Students will be given two unseen sources and asked to analyze them for Origin, Purpose, Value, and Limitation. This exam is marked on Criteria C: Communicating, and D: Critical Thinking.

Questions:

1. State the Origin of Source
2. Describe the Purpose of Source
- 3a. MULTIPLE CHOICE: With reference to the **origin** and **purpose**, identify one **value** of source A for a student investigating of **Source B** for a MYP student investigating...
- 3b. MULTIPLE CHOICE: With reference to the **origin** and **purpose**, identify one **limitation** of source A for a student investigating of **Source B** for a MYP student investigating...
4. List the Origin of Source
5. Describe the Purpose of Source
- 6a. MULTIPLE CHOICE: With reference to the **origin** and **purpose**, identify one **value** of source A for a student investigating of **Source B** for a MYP student investigating...
- 6b. MULTIPLE CHOICE: With reference to the **origin** and **purpose**, identify one **limitation** of source A for a student investigating of **Source B** for a MYP student investigating...

**Exam 3: Conceptual Essay**

Students will be given a conceptual essay question that requires them to use the yearlong key concept, in this case globalization and sustainability, and examples from the units to write an analytical essay. This exam is marked on Criteria A: Knowing and Understanding, C: Communicating, and D: Critical Thinking.

Questions: Discuss...

**ELG OPPORTUNITIES**

Throughout the year ELG students will also enhance their understanding of the topics by participating in extended learning opportunities. The goals of these activities are to broaden students' understanding of the Humanities topics we are studying. All MYP students may choose to participate in ELG opportunities, however it is a requirement for ELG students.

- Unit 2: Students will look into the journeys of non-European explorers to gain an understanding of the fact that people from all over the world set off on voyages of exploration to better understand the world around them.
- Unit 3: Students will take part in a Three Estates simulation to help them better understand the inequalities within society at the time.
- Unit 4: Students will do some research into common household appliances which have their roots in the Industrial Revolution.

**Criterion A: Knowing and Understanding**

Students develop factual and conceptual knowledge about Integrated Humanities. In order to reach the aims of Integrated Humanities, students should be able to:

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

**Criterion B: Investigating**

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of Integrated Humanities, students should be able to:

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the research process and results, with guidance.

**Criterion C:**

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach the aims of Integrated Humanities, students should be able to:

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

**Criterion D:**

Students use critical thinking skills to develop and apply their understanding of Integrated Humanities and the process of investigation. In order to reach the aims of Integrated Humanities, students should be able to:

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- iv. recognize different perspectives and explain their implications.

**Academic Honesty**

Honesty in schoolwork requires that students do their own work. Students are expected to give credit to ideas, language, or thoughts which are not their own. To take ideas, writing, or thoughts from someone else and pass them off as one's own is called plagiarism and is a violation of academic honesty. This can occur with print or non-print sources, such as the internet. While plagiarism is the most common form of academic dishonesty, it is not the only form. Academic dishonesty can also include instances of collusion, duplication of work and other behavior that allows students to gain an unfair advantage. GWA-Dubai regards acts of academic dishonesty as a serious violation of the community's trust.

The penalties for students who engage in academic dishonesty will be applied based on the age of the student(s) as well as the number of times the student engages in such actions. Repeated incidences of academic dishonesty could result in removal from the school.

Full Academic Policy can be located in the Student and Parent Handbook.

**Late Assessment Policy for the MYP**

The following procedures for the late submission of tasks (**without an acceptable excuse**) apply to **MYP 1 to 5** (Grades 6 – 10). If the student has an **acceptable excuse**, the classroom teacher will simply arrange a further suitable deadline directly with the student.

Occurrence	Procedures
<p><b>First occurrence</b></p>	<p>Classroom teacher <b>discusses</b> reasons with student, if possible.                      Classroom teacher issues responsibility reminder to students and parents by <b>email</b>, within <b>48 hours</b>.                      Student and parents are informed in this email of the expectation that the work is <b>still to be submitted</b> by the <b>new deadline</b>, set by the teacher in communication with the student.                      Options available for new deadline:                      · The following day.                      · The next lesson.                      · Thursday summative make up session.                      Classroom teacher records a “<b>missed academic deadline</b>” notice on iSAMS. Teacher includes the new deadline agreed.                      If the task is submitted by the new date, then students will receive feedback and grades <b>will</b> count towards their final MYP subject grade. This task is, however, recorded as a late submission and may impact the student’s <b>Approaches to Learning</b> judgment on reports.</p>
<p><b>Second occurrence</b>                      This may include the student missing second agreed deadline for previous assessment, or the student misses first deadline for a new assessment for second time.</p>	<p>Classroom teacher <b>discusses</b> reasons with student, if possible.                      Classroom teacher contacts the student and parents by email, <b>cc’ing in the Team Leader and MYP Coordinator</b>.                      Student and parents are informed in this email of the expectation that the work is <b>still to be submitted</b> by the new deadline, set by the teacher in communication with the student.                      Options available for new deadline:                      · The following day.                      · The next lesson.                      · Thursday summative make up session.                      Classroom teacher records a “<b>missed academic deadline</b>” notice on iSAMS. Teacher includes the new deadline agreed.                      If the task is submitted by the new date, then students will receive feedback and grades <b>will</b> count towards their final MYP subject grade. This task is however recorded as a late submission and may impact the student’s <b>Approaches to Learning</b> judgment on reports.                       However, at this stage, the MYP Coordinator <b>may</b> discuss the situation with the student, and/or parents <b>may</b> be requested to come to school for a meeting with one or more of the MYP Coordinator, Dept. Team Leaders, Grade Level Leader and/or the subject teacher(s) involved.</p>
<p><b>Third or more occurrence</b>                      Third+ occurrence may include the student missing third agreed deadline for previous assessment, or the student misses first deadline for a new assessment for third time.</p>	<p>Classroom teacher discusses reasons with student, if possible.  <b>Third Occurrence for same and for a new assessment:</b>                      Classroom teacher contacts the student and parents by email, <b>cc’ing in the Team Leader and MYP Coordinator</b>.                      Classroom teacher records a “<b>non-submission</b>” on iSAMS for this task.                      Classroom teacher records a <b>behaviour point</b> on iSAMS.                      Classroom teacher records this summative assessment as an <b>NA</b> on ManageBAC. The grade is <b>not</b> used to give a best fit grade in reports.                       At this stage, whether in the same or new assessment scenarios, parents <b>will</b> be requested to come to school for a meeting with one or more of the MYP Coordinator, Dept. Team Leaders, Grade Level Leaders, Division AP and/or the subject teacher(s) involved.                      Students <b>may</b> be placed on an <b>individualized plan</b> or <b>contract</b>, agreed between school, parents and the student.                      Students <b>may</b> be placed on <b>internal reflection</b>.</p>